

MEMORANDUM FOR: All Members or Alternates of the
OTR Education Committee

SUBJECT : Scheduled Meeting

25X1 1. A meeting of the Education Committee will be held on
18 February 1960 at 0930 hours in the OTR Conference Room, Build-
ing

2. This meeting will consider the attached outlines as some
of the pertinent areas to be included in the Instructor's Handbook.
Please look over these outlines in order that you will be familiar
with proposed coverage in these areas and can make suggestions as
to possible additions or revisions.

25X1 3. At this meeting we would also like an interim report from
the committee of who are studying the
orientation and briefing policy and procedures for instructional
personnel new to OTR or returning to OTR from a rotational assign-
ment.

25X1
Chairman

25X1

STATINTL

FOUO NO 007 Donlogos Form 20 A (40)

SENDER WILL CHECK CLASSIFICATION TOP AND BOTTOM			
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CENTRAL INTELLIGENCE AGENCY OFFICIAL ROUTING SLIP			
TO	NAME AND ADDRESS	INITIALS	DATE
1	DDTR	LD	5 Feb 60
2	DTR	MB	8 FEB 1960
3			
4	C/IPS	W	8/2
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6			
<input type="checkbox"/>	ACTION	<input type="checkbox"/>	DIRECT REPLY
<input type="checkbox"/>	APPROVAL	<input type="checkbox"/>	DISPATCH
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<input type="checkbox"/>	CONCURRENCE	<input checked="" type="checkbox"/>	INFORMATION
<input type="checkbox"/>		<input type="checkbox"/>	PREPARE REPLY
<input type="checkbox"/>		<input type="checkbox"/>	RECOMMENDATION
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<input type="checkbox"/>		<input type="checkbox"/>	SIGNATURE
Remarks: FYI! at the next DTR staff meeting we would appreciate DTR en- couragement of the Committee's efforts, especially the proposed handbook. Its work must not interfere, however, with regular duties.			
FOLD HERE TO RETURN TO SENDER			
FROM: NAME, ADDRESS AND PHONE NO.			DATE
CIA			5 Feb
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SUGGESTED "TABLE OF CONTENTS" FOR OTR INSTRUCTOR HANDBOOK

I. INTRODUCTION TO OTR

Policies *(Mission, phil, obj, career in OTR, gen'l duties, & intr)*
 Why OTR courses
 What are course requirements
 Where do we get the requirements
 Who are the students
 Where does the instructor obtain assistance
 Who are the instructors *(selection criteria)*
 Where is training conducted *(Headquarters, Overseas)*

II. PLANNING

Course
 Lesson
 How the student learns (principles of learning)

III. TECHNIQUES OF INSTRUCTION

For each below: Delimit term--suggested uses, illustrations
 (except Audio- Advantages and disadvantages
 Visual aids) How to arrange and conduct it
 How to determine effectiveness

Seminar	Demonstration	Role playing	Note taking
Panel	Field exercises	Critiques	Tutorial - operational
Lecture	Written exercises	Required reading	Problem Solving
Guest Speaker	Case Studies	Questioning Techniques	Audio-Visual Aids

+Class Discussion

IV. TESTING AND EVALUATION

Use as a teaching device
 Use to evaluate the student
 Use for reporting to the supervisor

V. PROBLEMS IN THE CLASSROOM

Interest
 Individual difference
 Tardy students--absenteeism
 The shy or verbose student
 Types of difficult students and hints as to methods of handling them
 Others . . .

VI. OTR SERVICES AVAILABLE TO THE INSTRUCTOR

Support Staff:
 Visual aids(films only): Audio aids: TV: Graphics; Reproduction:
 Intellofax runs: Channels for obtaining guests speakers (outside
 the Agency)
 Registrar Staff
 Library
 PPS
 AES

VII. BIBLIOGRAPHY: References keyed to chapter items

VIII. APPENDIX

OTR organizational chart JOT Program Component training
 Regulations, notices, etc.

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PRELIMINARY OUTLINE
for OTR Handbook for New Instructors

Part I--Course Planning

(Note: Curriculum planning has been omitted because it is unlikely that a new instructor will be called on to plan a curriculum.)

I. Introduction

A. Conditions under which a new instructor is involved in course planning

1. Planning a new course
2. Planning the revision of an existing course

B. Basic requirements in planning a course

1. Determining the objectives of the course
2. Determining the types of students who will take the course
3. Determining the types of written materials required by
 - a. OTR administration
 - b. The instructor's supervisor
 - c. The instructor, for teaching the course
 - d. The student, for taking the course

II. Writing course objectives

- A. Reviewing mission and function of OTR, the school, and the faculty
- B. Determining specific needs which course is intended to satisfy
- C. Principles for writing course objectives

III. Determining the types of students who will take the course

- A. Reviewing requests for the course
- B. Interviewing TIO's in offices which will use the course
- C. Reviewing course objectives in the light of types of students who will take the course

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IV. Preparing basic documents

A. For OTR Administration

1. OTR catalog description (includes objectives)
2. OTR long-range schedule

B. For the instructor's supervisor

1. Syllabus (course outline) (includes objectives)
2. Lesson plans (include objectives)
3. Request for classroom space

C. For the instructor

1. Lecture notes (includes use of available literature on content and teaching methods)
2. Visual aids
3. Lists of needs: equipment and supplies
4. Lists of outside speakers and other participants
5. Lists of field trips
6. Form for students' critique of the course
7. Form for instructor's evaluation of the students

D. For the students

1. Course schedule
2. Assignments
3. Exercises
4. Reading lists

Training Evaluation

- A. What it is and is not
- B. Purposes
- C. Basic requirements for accurate training evaluation
 - 1. Validity
 - 2. Reliability
 - 3. Objectivity
- D. Basic requirements for useful training evaluation
- E. Some methods of training evaluation
- F. Common pitfalls in training evaluation
- G. OTR requirements for training evaluation and for reporting of student achievement
- H. Some useful references on training evaluation